

# **Formative Assessment**

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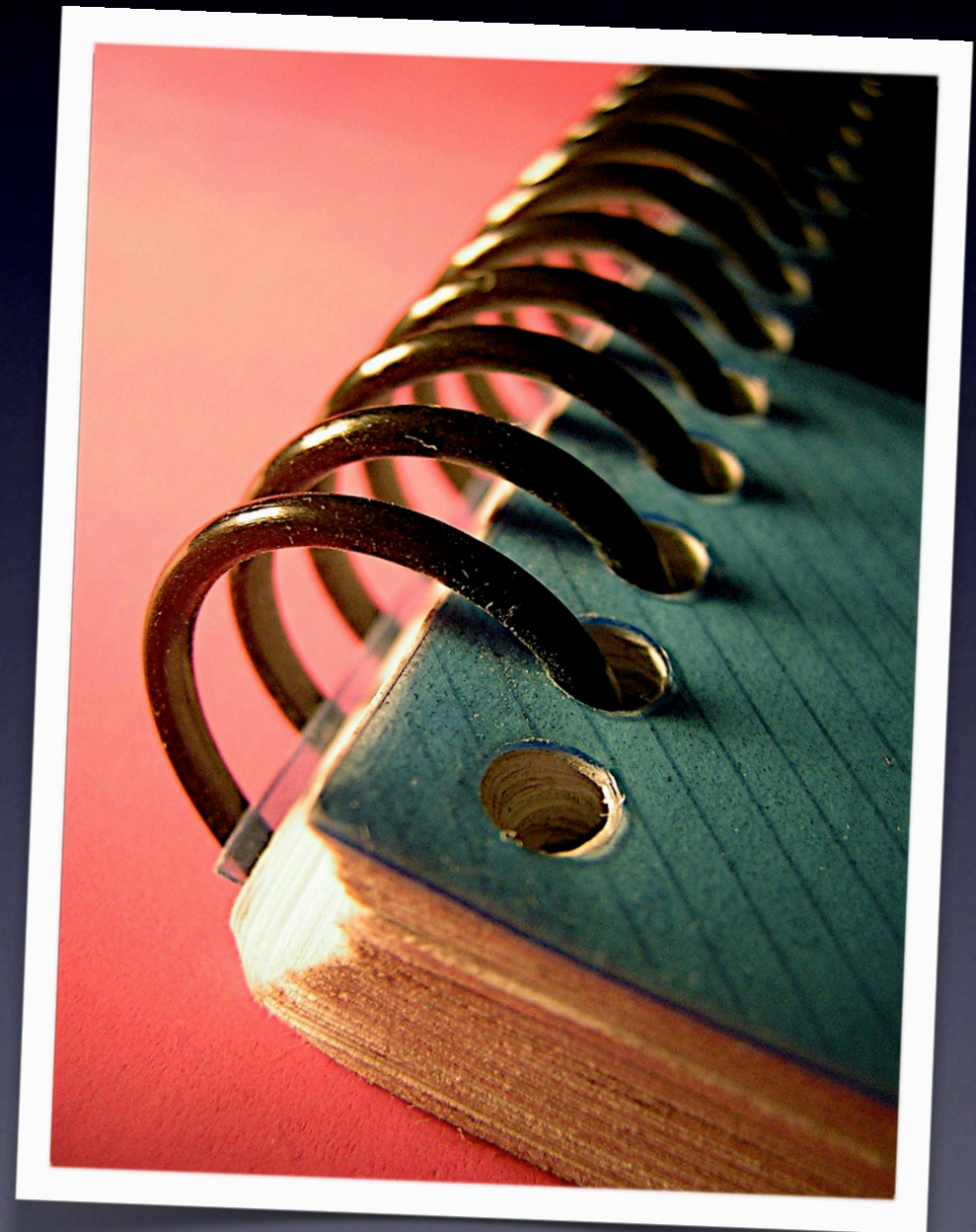
# Overview

- Formative Assessment
- **Learning Progression**
- Teacher Instructional Adjustment
- Student Learning Tactic Adjustment
- Classroom Climate Shift
- **Schoolwide Implementation**
- What it can't do



# Definition

Formative assessment is a **planned process** in which **assessment-elicited** evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.





# Four Levels of Formative Assessment

**Level  
4**

**Schoolwide Implementation**

**Level 4 Strategies:**

1. Professional development
2. Teacher Learning Communities (PLC)

**Level  
3**

**Classroom Climate Shift**

**Level 3 Shifts:**

1. Learning expectations
2. Consider assessments
3. Role of classroom assessment

**Level  
2**

**Students' Learning Tactic Adjustments**

**Students' Level 2 Steps:**

1. Consider adjustment occasions
2. Consider assessments
3. Consider adjustment triggers
4. Adjust learning tactics

**Level  
1**

**Teachers' Instructional Adjustments**

**Teacher's Level 1 Steps:**

1. Identify adjustment occasions
2. Select assessments
3. Establish adjustment triggers
4. Make instructional adjustments

**Learning Progressions**

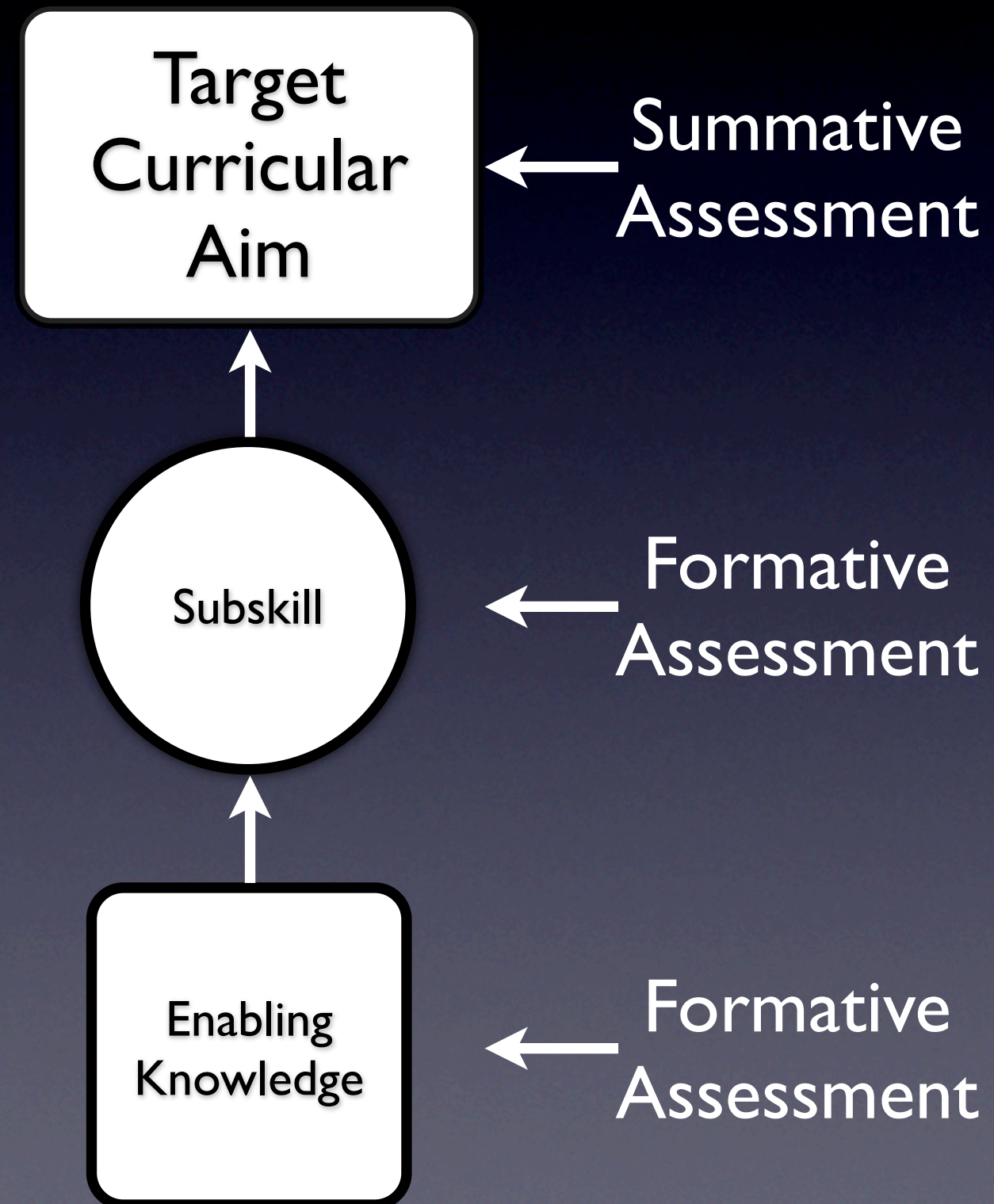
# Learning Progressions

- A sequenced set of subskills and bodies of enabling knowledge that students must master en route to mastering a more remote curricular aim.
- Build a “Progress Map”



# Progress Map

1. Identify a target aim
2. Break down into subskills and enabling knowledge
3. Determine if possible to measure student status
4. Arrange blocks into “instructional defensible sequence”









# Level 2 - Students

Consider:

- adjustment occasions
- assessments
- adjustment triggers
- and adjust learning tactics





# Level 3 - Classroom



- Classroom climate guidelines
- Seek trust
- Model appropriate conduct
- Students' advice on classroom climate
- Students' relevant affective status



# Level 4 - Schoolwide

2 Ways to Schoolwide Formal Assessment:

- Professional Development
- Teacher Learning Community (PLC)





# Discussion

- What is already happening in your schools which may not be called “formative assessment” but may in fact be?
- How does formative assessment plug into what we’re already doing?
- How do we generate buy-in with teachers?
- How can we make sure it becomes part of our school culture and not an isolated activity?
- How do you make it grassroots?